

## Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007\*

Submit the Small Group “Closing the Gap” report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Central Middle School\_\_\_\_\_ District: Ogden City School District\_\_\_\_\_

Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Ann Cornell	8 <sup>th</sup> grade students in AVID (Advancement Via Individual Determine)	<ol style="list-style-type: none"> <li>1. AVID curriculum</li> <li>2. SEOP</li> <li>3. Learning For Life curriculum</li> <li>4. Career presentations <ul style="list-style-type: none"> <li>— OWATC</li> <li>— WSU</li> <li>— Counseling &amp; Guidance</li> </ul> </li> </ol>	January 2007/ May 2007	18	<u>Students chosen:</u> GPA – 2-3. EOL – 2’s & 3’s Citizenship – N’s to S’s.. Attendance – fair to good. SEOP - Students chose occupations that included <b>NO</b> college or had vague idea of future. These were middle ground students.	<u>Results:</u> GPA – 3 to 3.8 EOL – (I could not get this data) Citizenship –S’s to H’s. Attendance – excellent SEOP – All students except one chose occupations that required post secondary education. Two students won awards. Kiwanis Leadership Award. District ‘Student of the Month Award’	Small individualized class. Attention from the AVID team. High expectations from AVID team. In-class tutoring for math, science and language arts. Presentations and conversations with Weber State University personnel. Students will enter high school in August, 2007. Although there is no AVID class, they are prepared on how to study, take Cornell notes in all classes. Weber State will follow them for support and scholarship.

\_\_\_\_\_ June 2007 \_\_\_\_\_  
 Principal’s Signature Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

# Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007\*

Develop this plan at the beginning of the school year.

School: Mount Ogden Middle School

District: Ogden City School District

Target Group: (whole school, entire class, grade level) All 8<sup>th</sup> Grade Students

Target Group selection is based upon the following data/information/school improvement goals: Perceived need among faculty, staff, and especially counselor, that more career development lessons are needed in middle school beyond the 7<sup>th</sup> Grade TLC Lessons. This to fill the gap between TLC in 7<sup>th</sup> Grade and Explore/PLAN in high school

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
FutureFOCUS (Career Training Concepts, Inc.)	DRSL: As a result of using FutureFOCUS, all 8 <sup>th</sup> grade students will enter high school with a clearer picture of what they wish to do in the future.	FutureFOCUS from Career Training Concepts (see <a href="http://www.careertrain.com">www.careertrain.com</a> )	January 2007 through the end of SEOPs (March 2007)	260	Lessons taught/presented in 8 <sup>th</sup> Grade US History classes.	Assessment of the number of students and parents utilizing the individual student report as a consequence of the SEOP. (This information is anecdotal. Hard to measure subjectively with limited time and resources.

Original Signed by Trevor Wilson  
Principal's Signature

12 June 2007  
Date

12 June 2007  
Date of Staff Presentation

Dorian Stoker  
Prepared By

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## Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007\*

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School: Mount Ogden Middle School

District: Ogden City School District

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Dorian Stoker	All 8 <sup>th</sup> Grade students	FutureFOCUS by Career Training Concepts, Inc., see <a href="http://www.careertrain.com">www.careertrain.com</a>	January 2007/end of SEOPs (March 2007)	256	Students had no information on their career interests except outdated information from Choices Explorer in 7 <sup>th</sup> Grade TLC. As a result of participating in FutureFOCUS all students will enter high school with a more current, more solid future plan.	No pre-test/post-test data kept due to unwieldy counselor caseload.	A current review in 8 <sup>th</sup> grade of interests as well as abilities and values contributes immensely to the effectiveness of 8 <sup>th</sup> to 9 <sup>th</sup> Grade SEOPs.

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## **Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007**

**School:** Mount Ogden Middle School

**Target Group:** Entire 8<sup>th</sup> Grade

**Target Group selection is based upon:** perceived need for some career direction/exploration between 7<sup>th</sup> Grade TLC and entering high school.

### **ABSTRACT**

For years the counselor(s) at Mount Ogden Middle School have noticed a need for some meaningful career-focused lessons in 8<sup>th</sup> grade so that 8<sup>th</sup> Grade students would have current, appropriate career interest, ability, and values information as they experience their 8<sup>th</sup> to 9<sup>th</sup> Grade SEOP in the winter/spring of their 8<sup>th</sup> Grade year. Following much discussion and research, FutureFOCUS (see [www.careertrain.com](http://www.careertrain.com)) was selected due to its ease of use and its non-expiring license to the online reports, as well as the meaningful information derived from it.

### **PROJECT DESCRIPTION**

#### **Introduction (the Why)**

- DRSL: 8<sup>th</sup> Grade students will make meaningful course selections as they enter high school

#### **Participants**

- 256 8<sup>th</sup> Grade Students at Mount Ogden Middle School, winter 2006-2007

#### **Method (the What, When and Where and How)**

- FutureFOCUS booklets (1 per student) reviewed and activities done during three consecutive days in January 2007.
- Curriculum and Materials: Obtained from Career Training Concepts, Inc., of Snellville, GA.
- Project Start and End Dates
- Class or Subject in Which the Lesson will be Presented: 8<sup>th</sup> Grade U.S. History classes.
- Evaluation Methods – Perceptions from parents and students at their SEOP Conference. No subjective date kept due to immense student caseload.
- Counselor: Dorian M. Stoker
- Curriculum and Materials Used: See above.

### **RESULTS**

I was not able to keep any subjective data concerning FutureFOCUS due to time commitments, student caseload, and many assigned non-guidance activities and responsibilities.

Anecdotally, I noted that virtually every student and parent I met with seemed to be extremely interested in the student report from the internet. All were given website and school password to access the site in the future as their interests, abilities, and focus may change.

### **DISCUSSION**

FutureFOCUS was successful in catching student/parent attention about the need to be planning ahead for post high school education and training. I plan to continue using FutureFOCUS for 8<sup>th</sup> Grade SEOPs in the future.

Submitted by:

Dorian M. Stoker, Counselor, Mount Ogden Middle School, Ogden City School District, June 2007

# Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007\*

Develop this plan at the beginning of the school.

School Mount Ogden Middle School

District: Ogden City School District

Target Group: Sixth Grade Language Arts Classroom

Target Group selection is based on the following data/information/school improvement goal: Teacher recommendation for Counselor Intervention.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Students will collectively raise their CRT Scores, perform better in class, and incur fewer behavior referrals.	DRSL: Higher CRT scores	Student Success Skills (SSS), a program I learned about in a pre-conference session at ASCA 2006 Conference in Chicago.	Student Success Skills Curriculum (received in ASCA pre-conference workshop)	Teacher Assessment of classroom behavior. Objective analysis of behavior referrals. Objective analysis of CRT results in all three subject areas. Assessment of report card grades.	February 2007- April 2007	30

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School: Mount Ogden Middle School

District: Ogden City School District

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Dorian Stoker	6 <sup>th</sup> Grade Language Arts Class	Student Success Skills, by Dr. Greg Brigman and Dr. Linda Webb, Florida Atlantic, University	February 2007/ April 2007	30 students	Teacher perception that class was performing way below potential and was apathetic.	Perceived improvement in behavior and attitude of students (to a small degree). CRT Results not yet available. Difficult to track achievement due to student caseload (1 counselor to 830 students) and unwieldy burden of non-guidance activities.	Students can use the personal management skills and study skills taught in SSS to more effectively perform in school and in life.

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## **Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007**

**School:** Mount Ogden Middle School

**Target Group:** Mrs. Epley's 1<sup>st</sup> Period Language Arts Class

**Target Group selection is based upon:** teacher recommendation for classwide intervention.

### **ABSTRACT**

Counselor attended the Student Success Skills pre-conference workshop at ASCA National Conference in June 2006 in Chicago. Student Success Skills was developed by Dr. Greg Brigman and Dr. Linda Webb of the Counselor Education Department of Florida Atlantic University. Curriculum consists of 6 separate lessons to be taught by the School Counselor covering the following: Caring, Supportive and Encouraging Classroom Community; Health and Wellness: Looking Good/Feeling Good; Seven Keys to Mastering Any Course; Performing Under Pressure, Positive Self-Talk; and more. This program has been the subject of 2 journal articles in the ASCA journal, Professional School Counseling, during the past year.

### **PROJECT DESCRIPTION**

#### **Introduction**

- DRSL is higher CRT scores.
- Students to decrease negative classroom behavior, increase academic grades, and perform better on CRTs.
- About 30 students participating (fluctuates due to fluid student population)
- Target Group was Mrs. Epley's 1<sup>st</sup> Period Language Arts class.

#### **Method**

- School Counselor presented the six Student Success Skills lessons on six consecutive Mondays.
- Resources/Staff Development Needed: SSS Curriculum and Training, both received at ASCA Conference.
- Project Start and End Dates: Late February through Early April 2007.
- Evaluation Methods – How will the results be measured? Analysis of number of behavior incidents, teacher report of classroom atmosphere, and analysis of CRT results in all three CRT tests.
- Counselor: Mr. Dorian Stoker
- Student Success Skills, Atlantic Education Consultants, Boca Raton, FL, See [www.studentsuccessskills.com](http://www.studentsuccessskills.com)

### **RESULTS**

Teacher reported anecdotally that classroom atmosphere was more focused and less “squirrely”. CRT results are not yet available for the students in the class, nor the class as a whole.

### **DISCUSSION**

Research indicates Student Success Skills curriculum is extremely effective in attaining the desired improvement in CRT scores and in students' personal management and academic performance. Recommend this curriculum be expanded to more 6<sup>th</sup> grade classrooms next year and that it be done early in the school year with “booster” lessons given in the spring just before CRT Testing.

Submitted by:

Dorian M. Stoker, Counselor, Mount Ogden Middle School, Ogden City School District, June 2007